# Welcome Packet for Hispanic ELLs: Supporting Students to Transition into a New School

Presented to
The Graduate Program
of
Greensboro College

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Master of Arts in
Teaching English to Speakers of Other Languages

by
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## Abstract

Public schools in the United States have changed in recent decades. In addition to changes in the curriculum and new technologies, the population that schools serve has also changed significantly. For example, of the nearly five million English language learners in public schools, more than 70% of these students' first language is Spanish. In their first weeks at a new school, Hispanic ELLs have to navigate the transition to a new system with new people and rules while having to learn a new language. This represents a more significant challenge than what any mainstream student goes through at school. While there has been an increase in the number of programs attempting to repair the bridge in the language barrier of ELL students in the last years, there is still no consensus on best practices to support them to transition into a new school. For this reason, this project aims to create an editable welcome packet for Hispanic ELL students. This packet will include basic information in Spanish that these students need to know to get around their new school on the first days of their arrival. In addition, the packet will include a series of vocabulary words and phrases that can help ELLs communicate with teachers and classmates hopefully making their transition smoother.

## Dedication

I want to dedicate my work to my family. A special feeling never-ending gratitude to my loving wife, Cony, whose words of encouragement and push for tenacity ring in my ears.

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## Chapter 1: Introduction

Over the past decades, millions of migrants coming from central and south America have sought opportunity, refuge, and stability in the United States. Some of them are driven by a combination of factors, including struggling economies, violence, corrupt governments, and a desire to reunite with family members who have immigrated in previous periods or to find a job that supports the family. Research indicates that the United States experienced an increase of over 200% in the immigrant population in the past ten years, which considers around 10 million new English language learners (Kellogg, 2017). As a result, there has been an increase in the number of ELLs that now attend different schools around the country, silently turning mainstream classrooms into culturally diverse places to grow and share. However, as the participation of the ELL community in schools increases countrywide, there is additional data that indicates alarming drop-out rates for ELLs as the system fails to adapt to the needs of these learners (Smith, 2014).

Even though immigration rates have been increasing over the last decade, there is still little guidance on how to best support English language learners transitioning into a new educational system. In fact, ELL students have been considered to be at a disadvantage while attending the nation's schools (U.S. Department of Education, 1998). The process for an ESL student to attend school in the United States is relatively easy. However, it can become increasingly challenging if the newcomers do not speak the target language. While entering school, ELLs will show up with little to no guidance over the school rules, classrooms, teachers, and basic information that any student should manage in order to be successful. It is worth noting

that most ELLs will have a limited English proficiency by the time they enter the American system, which will directly affect their transitions onto what is a new school and a new culture that is the main drive in the English language.

There can be many reasons why ELL students have lower levels of English proficiency. First, immigrants are known for frequently relocating due to factors such as the migrant work (Smith, 2014), making it hard for students to have continuous instructional time in the same school. Additionally, ELLs struggle to find family support as they are usually uneducated or reluctant to accommodate the new culture's rules. Consequently, many students who lack English proficiency skills also lack the cultural competency to go through the U.S. school systems (Neto, 2002). Moreover, ELL students can be recognized in the classroom and hallways as introverts and only relating and interacting to speakers of their same language. Smith (2014) even stated that when many immigrants view the new system as an opportunity for betterment, there are still a fair number of students who are unable to adapt to the system due to the discrimination they face as non-members of the American culture. Even though ELL students have a specific time to improve their language skills at school, their affective filters are up (Krashen, 1982) and socialization and integration to the school itself result in poor transitions that ultimately affect the already existing learning gap.

Consequently, this thesis project is comprised of an editable Spanish Welcome Packet for newly enrolled Hispanic ELL students. This packet directly impacts the Hispanic ELLs by making their transition to their new school smoother while also providing them with language opportunities that will allow them to integrate themselves into this new school culture. The packet provides students with information about their schools such as maps, school rules, staff members and counselors information with pictures alongside, transportation, extracurricular

activities and how to apply, and health assistance in the school and in the area. Additionally, this packet incorporates a set of vocabulary words and phrases helpful for them to get around school and through most common school situations. This project also aims to promote the use of the English through genuine interactions with other English language learners through a system of work partners. All new ELLs will be assigned a partner with another ELL in the school who has experience with the system to promote building relationships among students, providing a beneficial and suitable environment for learning to take place.

As a Spanish speaker and teacher in this school, I have had the opportunity to be a part of the daily school life and struggles that ELL students go through. This has given me an insight of what would have made it easier for ELL students to have had a better transition experience. As a teacher, I have been able to observe the critical component of socializing with mainstream students and its influence on lowering students' affective filter. Furthermore, I have noticed a pattern in language needs of ELL students that could have prompted interactions with teachers, students, or staff, in general. By making some adjustments to the way ELL students make their transition into new school systems, we can actively contribute to students being culturally aware and supporting students to make the best of their learning experience.

## Chapter 2: Literature Review

Life at school has changed a lot in recent years. New technologies, educational models, the increase in the demands of content to cover and assessments to go through, social changes and the world in which young people live are some of the changes that can be observed in schools today. In addition, approximately 3 out of 4 classrooms in the United States now include at least one English Language Learner (ELL), and these students represent approximately 1 in 10 public school students (Sparks, 2016). Furthermore, cultural and linguistic diversity among students has become a typical phenomenon in American public schools (Flores-Gonzalez, 2005; Genishi & Dyson, 2009; Suarez-Orozco, 2001). This change in the population has created a language barrier for ELLs who need to not only adjust to the differences of this new culture, but learn a new language at the same time which represents more than what any mainstream student has to go through. On the other hand, teachers often cite that ESL students' linguistic and cultural diversity are a barrier for their classroom teaching (Fu, 2013).

Besides trying to navigate new social conventions, a percentage of ELLs carry a gap in their learning history that is most likely a result from the constant relocation of the family. In fact, according to a recent study by Smith (2014) there are 10.4 million students from immigrant households in public schools. Of these students, 78 percent speak a language other than English at home. In American schools, ELLs are assisted with different programs that target their imminent language needs. The three models most used for teaching ELLs are pullout/push-in tutoring, sheltered English instruction, and bilingual instruction (Sparks, 2016). Most schools will use a variation of one or all of the models. However, despite the significant number of

articles and research studies connected to the success of ELLs and the consequent recommended teaching approaches and models, there continues to be no consensus on the best and definitive practices for ELL instruction (Kellogg, 2017). In particular, there are still no guidelines that focus on best practices to receive and guide ELLs in the transition to the American educational system. ELL students are expected to navigate the social and educational changes on their own. Consequently, the linguistic and cultural challenges ultimately prevent students from achieving any language proficiency.

A careful review of the existing literature on this topic is organized thematically into the following categories: immigration and ELLs, challenges of ELLs, programs for ELLs and finally a conclusion.

**Immigration and ELLs**

According to Annan (2006), in 2005 the number of international migrants worldwide reached 191 million: 115 million lived in developed countries and 75 million in developing countries. As a result, student diversity has become a regular phenomenon in American public schools as the ELL student population has changed rapidly in recent years. According to the League of United Latin American Citizens, ELL students are categorized as: (1) students who were born outside the United States and their native tongue is other than English (2) students who speak a different language than English at home (3) students who struggle with reading, writing, speaking or listening English to the point that interferes with their success in learning in classrooms where the instruction is driven in English. Similarly, during the 2007-2008 school year, ELL students' enrollment in American K-12 schools increased 53 percent compared to 1997. The total ESL student population in 2003 amounted to 5,318,164 (NCELA, 2010). In the 2012-2013 school year, 4.4 million ELLs registered in public elementary and secondary schools.

The percentage of ELLs enrolled in public elementary and secondary schools increased in the 2012-2013 school year (9.2 percent) compared to the 2002-2003 school year (8.7 percent). Other reports also indicate that English Language Learners are the fastest-growing student population in American public schools (NCES, 2015). Of that growing number, seventy-four percent were said to have been born in the United States but spoke a language other than English at home. Batalova (2006) indicated that ELLs usually start kindergarten or first-grade education in the United States. The other 26 percent arrived in the United States and entered the system at different ages.

In a 2003 report, the U.S. Department of Education reported that there were more than 400 languages other than English spoken by ELLs in American schools, and nearly 80 percent of ELL students who attended American schools were Spanish speakers. In 1992, Fracasso and Busch-Rossnagel had already stated that the Hispanic population was the largest and fastest-growing group in the United States. They went even further, predicting that by the year 2030, Hispanic ELL students will comprise 25 percent of the total school population (Fracasso & Busch- Rossnagel, 1992; U.S. Department of Education, 2003). Other predictions for the size of the Hispanic population in the future vary from 15.5% of the total U.S. population in 2010, to about 24.4% in 2050 (U.S. Census Bureau, 2004). As the ELL population continues to grow in American public schools, so does the challenges that teachers face teaching in multicultural settings with a range of cultures, a phenomenon that has become normal in American schools (Au, 1993; Genishi & Dyson, 2009)

**Challenges of ELLs**

While earlier immigrants were integrated into an academic system that was developing, current immigrants enter an established design that appears ill-equipped to be responsive and

provide for non-English speaking students' needs. Teachers' explorations of diversity matters are in many ways unique to their personal and professional backgrounds. Furthermore, linguistic and cultural complexity in public schools has mainly resulted from the increasing diversity of students regarding their learning needs, cultures, and interests. Although primarily having difficulties in knowing English Language and literacy, ELL students require help in different aspects to improve their language and literacy achievement in school (Espiritu, 2001; Sarroub, 2001; Suarez-Orozco, 2004).

ELL students face twice the obstacle when compared to their mainstream peers. Learning a second language is one of the main challenges. ELLs dual learning needs are not only comprised of the need to acquire English to have fuller access to school and society, but also learning academic content like their non-EL peers (Smith, 2014). Moreover, students distance themselves from social interactions and become isolated, building a language barrier that does not allow a smooth transition to the new environment. This distancing from school life results in ELLs developing factors that decelerate foreign language acquisition (Smith, 2014). As Enever et al. (2009) noted, anxiety could be classified as one of the classroom circumstances that could improve or inhibit motivation in the target language. Seminal contributions in this matter have been made by Dörney (2005) and Kunt and Tüm (2010), who noted that anxiety negatively impacts development in second language learning and negatively affects achievement among English language learners. Some authors such as Krashen (1982) have also suggested that students of another language create an emotional screen that prevents learning. In the classroom, this screen, also referred as affective filter (Krashen, 1982), can be raised by anxiety such as speaking in front of others, boredom, or the student's other emotional state. This environment prevents students from acquiring the language and learning from class instruction. The adverse

effects that anxiety generates on ELL students have been explored in prior studies. Mahmod and Iqbal (2010) argued that the lower the level of pressure, the higher the L2 achievement. This is not only true for Hispanic ELLs but learners in general. Likewise, a study conducted by Gürsoy and Akin (2013) among ESL Russian students aged 10-14 discovered that younger children were less anxious than more aged students regarding learning English. This finding also suggests that adult learners would be even more nervous about learning English. In addition to the emotional barriers, the student's L1 competence also impacts acquiring a second language. In fact, ELL research showed that it takes up to 5 to 7 years for a second language to appear from preproduction phases of nodding and signaling to intermediate or advanced fluency, letting the learner participate successfully in a teacher-centered classroom (Celce-Murcia et al., 2014; Chamot & O'Malley, 1994; Hill & Flynn, 2006; Ruiz-De-Velasco et al., 2000).

Regarding language performance, prior research on the relationship between L1 literacy skills and L2 by Feinauer et al. (2013) examined ELL transfer literacy skills from the first language to the second language, which Gardner (2010) pinpointed as consolidation during language learning. Likewise, Sarroub (2002) indicated that relating ELLs' backgrounds with literacy teaching and learning in school was important for their academic performance and necessary for their after-school life in the local community. Additionally, Sparks et al. (2012) demonstrated that the stronger the first language skills, the stronger the achievement in the second language because students bring their cognitive skills and can create links between the Languages. Previous studies on language and culture in ELL's second language development by Krashen and Terrel (1995) have also highlighted that first language proficiency is closely connected to learning a second language. As Chomsky's (1993) theory on language acquisition proposed, language grows children's brains; therefore, children bring a plethora of information to

language acquisition (Maher & Groves, 1999). As well as Jim Cummins (1983) theoretical framework, the Common Underlying Proficiency model established on the Interdependence Principle Hypothesis has shown that Basic Interpersonal Communication Skills (BICS) form separately in the first (L1) and second language (L2); nevertheless, the development of Cognitive Academic Language Proficiency (CALP) forms across languages indicating that there is an interdependence of L2 from L1 to develop academic and cognitive proficiency. Moreover, Ford et al., (2012) investigated the heterogeneity in literacy development where 2,300 participants indicated the importance of cognitive skills such as orthographic knowledge as forecasters of acquiring English competence. In addition, Young-Scholten (2013) identified a low level of education in the native language as a challenge to attaining competence in a second language. This research suggests that students with gaps in their schooling will face more significant impediments to developing language competence.

ELL students and families, in general, are not able to successfully transition to a new school system that is sometimes unbearable and impossible to achieve (Crocker & Major, 2005). In addition, the lack of proficiency in the foreign language from the support group of ELLs negatively affects the learner's performance. Bauermeister (2006) noted that the language barrier experienced by parents of ELL often hinders their participation in school activities such as meetings, homework, seeking services, etc. This flawed scenario leaves some ELLs with few to no options to succeed.

In the same way, the Associated Press (2008) said that 1.56 million children of Hispanic roots had neither registered in high school nor graduated. Moreover, aspects predicting Hispanic dropout rates have been pinpointed as absenteeism, cultural inversion, poverty, low self-esteem, grade point average, and lack of parental involvement (Crocker & Major, 2005). This uphill

battle occasionally prompts students to drop out of school and look for a steady-paid job that could help them make a living. Likewise, research shows that once students have quit high school before graduating, the first reason is to get a job and begin working (National Center for Education Statistics, 2001).

Unfortunately, this quest becomes difficult without finishing high school. Noguera (2003) pointed out that nearly 20 percent of all jobs in the United States today require a high school diploma and some college or post-secondary training. As a result, ELLs who failed to transition to the new school system can only opt for specific jobs that overlook gaps alongside an under-average weight. Furthermore, authors such as Hauser and Center (2000) also suggested that dropout rates in ELLs increased as socio-demographic risk factors raised. For example, learners from low-income, single-parent, and less-educated households seemed to drop out of school at a considerably higher rate. Similarly, Beatty et al., (2001) documented that a considerable percentage of Hispanics in the United States suffered from social, economic, and educational drawbacks. Hispanics remained the most undereducated noteworthy segment of the U.S. population.

Despite the disadvantages, ELLs students count on consistent guidance from counselors and teachers who assist the learners. Moreover, educators proposed culturally responsive practices and cultural teaching might contribute to ESL students' academic achievement, personal growth, and heritage awareness (Banks, 2001; Gay & Howard, 2001; Landson-Billings, 2009. However, there are no specifications on how ESL classes should be taught (U. S. Department of Education, 2014). Instead, the Department of Education supplies the outcomes of ESL programs, but organizations of higher education are free to design their curricula and instruction methods (Young & Smith, 2006).

**Programs for ELLs**

It is worth keeping in mind that for students to learn the language, they need all the tools to navigate and succeed in school and society. As previously mentioned, speaking the second language is vital for them to thrive, although the acquisition of a second language does not come easy for ELLs. Nevertheless, authors such as Krashen (1982) have helped devise critical elements of the language process and ultimately impact teaching practices.

*Krashen's Teories for Second Language Instruction*

| Hypothesis | Explanation |
|---|---|
| Acquisition-Learning Hypothesis | Distinguishes between language that is naturally acquired through use and that which is formally learned. |
| Natural Order Hypothesis | Assumes that adults and children learn languages in a natural order and that this order is predictable, much like a child initially learns to speak. |
| Monitor Hypothesis | Extends the acquisition/learning hypothesis and assumes that the speaker is aware of the appropriateness (learned) of correct spoken language to the situations and poses that, if the speaker is given enough time, he actually monitors himself before speaking. |
| Input Hypothesis | Poses that language learning is developmental and growth in the language is gained when students receive messages from teachers with new levels or structures. Student learning requires a teacher to have a clear understanding of the individual student so that new vocabulary, sentence structures, and grammatical |

| | |
|---|---|
| | conventions are presented progressively and appropriately to stretch the student's abilities. |
| Affective Filter Hypothesis | Relates to the motivation, level of confidence, and stress of the learner. Krashen believes that language can only be learned if the level of anxiety of the learner is low and confidence is high. If this hypothesis is true, then teachers must create a nonthreatening classroom atmosphere to optimize student learning. (Krashen, 1982) |

Three lines of inquiry have materialized: analyses informing primary and general constructs of L2 development regardless of students' L2 background to support teachers teaching ELLs with diverse backgrounds more effectively (Alatis & Staczek, 1985; Clair & Adger, 1999). Additionally, investigation on learning styles and students' needs with specific cultural, linguistic, and schooling backgrounds (Antunez, 2002, Goodwin; 1997; Suarez-Orozco & Suarez-Orozco, 1995, 2001), and instructional techniques relating L2 and content-based instructions with ELLs' life experience (Banks & A McGee Banks, 2016; Gay, 2018; Lipman, 1995). Some ESL programs implemented in schools would permit instruction in the ELLs' L1, whereas other ESL programs would restrict the usage of L1 in the classroom. Moreover, ELL programs are created to fulfill the needs of the learners and fit within the culture and political environment of each school (Cohen, 2008). Notably, the curriculum for ELLs is double. First, if expected to meet the same credit, course, and state requirements as regular students, ELLs must receive instruction in those areas (Harris, 2010).

Different programs are put into use in schools to assist ELL students, for example; (1)

Spanish for native speakers where native language can be used to improve the skills within their L1, which are transferred to L2, (2) English as a second language where the main purpose is to improve and strengthen the ELL's usage of L2 (Genesee et al., 1999). The course is taught by a certified ESL teacher that collaborates with other teachers to assist them in creating strategies for teaching the content to ELL students (Ariza, 2002; Echevarría et al., 2017), (3) Sheltered English Instruction–Programs that concentrates on developing students' language skills and at the same time discovering academic content in traditional classes by grouping students in specific courses (Ariza et al., 2002; Echevarria et al., 2017). The instructor uses L2 for instruction in content areas; however, modifications are put in place according to the proficiency levels of the students (Harris, 2010). (4) Dual Language programs where two different languages are learned by students (Ariza et al., 2002; Genesee et al., 1999; Montecel et al., 2002) and instruction happens in both languages for a matching amount of time. Either a bilingual teacher is designated to the class, or monolingual teachers take turns while teaching the classes on alternating days (Harris, 2010). Furthermore, Genesee (1999) and Ariza (2002) both addressed a transitional bilingual program that provides instruction in the ELLs' L1 for the more demanding academic areas though using the target language to instruct classes such as music, art, and physical education. Therefore, as ELLs' proficiency increases, so does the L2 instruction (Harris, 2010). And lastly, the newcomer programs, described by Genesee (1999), Ruiz-De-Velasco et al. (2000) and Wainer (2004), may be implemented at the school or district levels to prepare students to enter traditional schools. Supporting the adjustment of ELL students to American culture by providing orientation sessions as part of the learners' instructional day.

**Conclusion**

The main objective of this project is the creation of an editable welcome packet for

Hispanic ELL students. Consistent with the theoretical framework guiding this research, this chapter has reviewed the existence literature on the recent and most current immigration trends as well as the impacts it has had on ELL education. This review also addressed the various challenges that ELL students have to face while entering new educational systems, and the variety of programs that intends to support them. This comprehensive examination of the literature around ELL students has shown me that although there is enough research around ELL students, there is still no consensus on what are the best practices to teach them. Furthermore, there is a lack of research evidence about programs that would prepare ELLs to transition into the mainstream classrooms that further supports the premise that creating this welcome packet could positively impact English language learners.

## Chapter 3: Project Design

In this chapter, I will explain the rationale behind this project. The purpose for this project is to create an editable Spanish welcome packet for Hispanic ELL students**.** The goal of this project is to support Hispanic ELL students transitioning to a new American school by providing them with basic and essential information about the school, classes, and teachers. This editable welcome packet also intends to support students' English language skills with language prompts and examples that will help them communicate with teachers and peers during their first days at their new school.

The first section of this packet will include general information about the school. All the information included in this packet will be in Spanish. When ELLs see their home cultures and languages being honored at their new school, their culture is validated and helps them to develop positive self-esteem (LeClair et al., 2009). This first section will include the school's vision and mission statements, emergency information such as police, ambulance, and firefighters phone numbers. Also, the packet will include relevant information about staff members with their proper picture, job description, location on the building and contact information. By giving ELLs this crucial information, they will quickly settle into a school routine, thus reinforcing their sense of safety (Morrison et al., 2020). It is quite common to find ELLs feeling stressed and self-conscious about the transition into a new school. All the emotional variables related to the success or failure of acquiring a second language are referred to as affective filters (Krashen, 1982). Providing students with information that will allow them to transition into a new school successfully can lower students' affective filter. When English language learners have low levels

of affective filters, they are in an emotionally safe place. These feelings of safety will lower the walls that impede learning, facilitating more successful language acquisition (Carneiro Lucas, 2021). Additionally, helping students to feel secure, acknowledged, respected, and competent is essential for English language learners' social-emotional and academic growth (Adams, 2020). Moreover, the first section will also include information on clubs and extracurricular activities at the school such as sports ELLs can try-out for. It is important to remember that English language learners can bring a lot of different strengths, talents, and rich experiences to their new school. Allowing ELLs to participate in activities to showcase these talents can help build rapport, engage students in learning a new language, and find connections with new friends (Adams, 2020).

The second part of this packet will include basic vocabulary words and phrases that ELLs can use when talking to administrators, teachers, and other scenarios. The goal of this section is to promote oral language in the first stages of their arrival, especially since Bailey Flynn (2020) estimated that ELLs spend less than 2 percent of their school day working on oral production. It is quite usual for students who are learning a new language to remain silent for some time. This happens when they listen to the language around them without attempting to speak yet, the same as a young child who listens to the language before learning to speak. This is referred to as the first stage of language acquisition (LeClair et al., 2009). The goal of this second section in the packet is to give students opportunities to familiarize themselves with vocabulary and phrases that will allow them to navigate the first weeks of a new school life. In this matter, Yeldham (2021) stated that all students, not only English language learners, should be given intentional and incidental opportunities to grow their vocabularies and other aspects of language. Moreover, this project also intends to partner new and old ELLs to share experiences and prompt genuine

interactions. LeClair et al. (2009) stated that engaging English language learners in communicating and giving them practice opportunities to develop their new knowledge and skills that are required for learning a new language will lower their anxiety levels and can help build students' confidence. Furthermore, in order to be proficient and productive students, English language learners need many opportunities to interact in social and academic situations (Mohr & Mohr, 2007).

## Chapter 4: The Project

The product of this project is the creation of an editable Welcome Packet for Hispanic ELLs. The first part of this packet contains general information about school that is essential for students to get around it on the first weeks of their arrival. This information includes details about school administrators, teachers and classes, sports, clubs, a school map, and emergency information from the area. The second part includes useful phrases and vocabulary for student to successfully navigate a new school setting with basic language skills.

[insert school logo]

# Bienvenido a

[insert name of school]

*[insert school's address]*

*[insert school's phone number]*

# MISION

[insert school's
mission statement here]

# VISION

[insert school's vission statemente here]

# TABLA DE CONTENIDOS


1 Miembros de la escuela

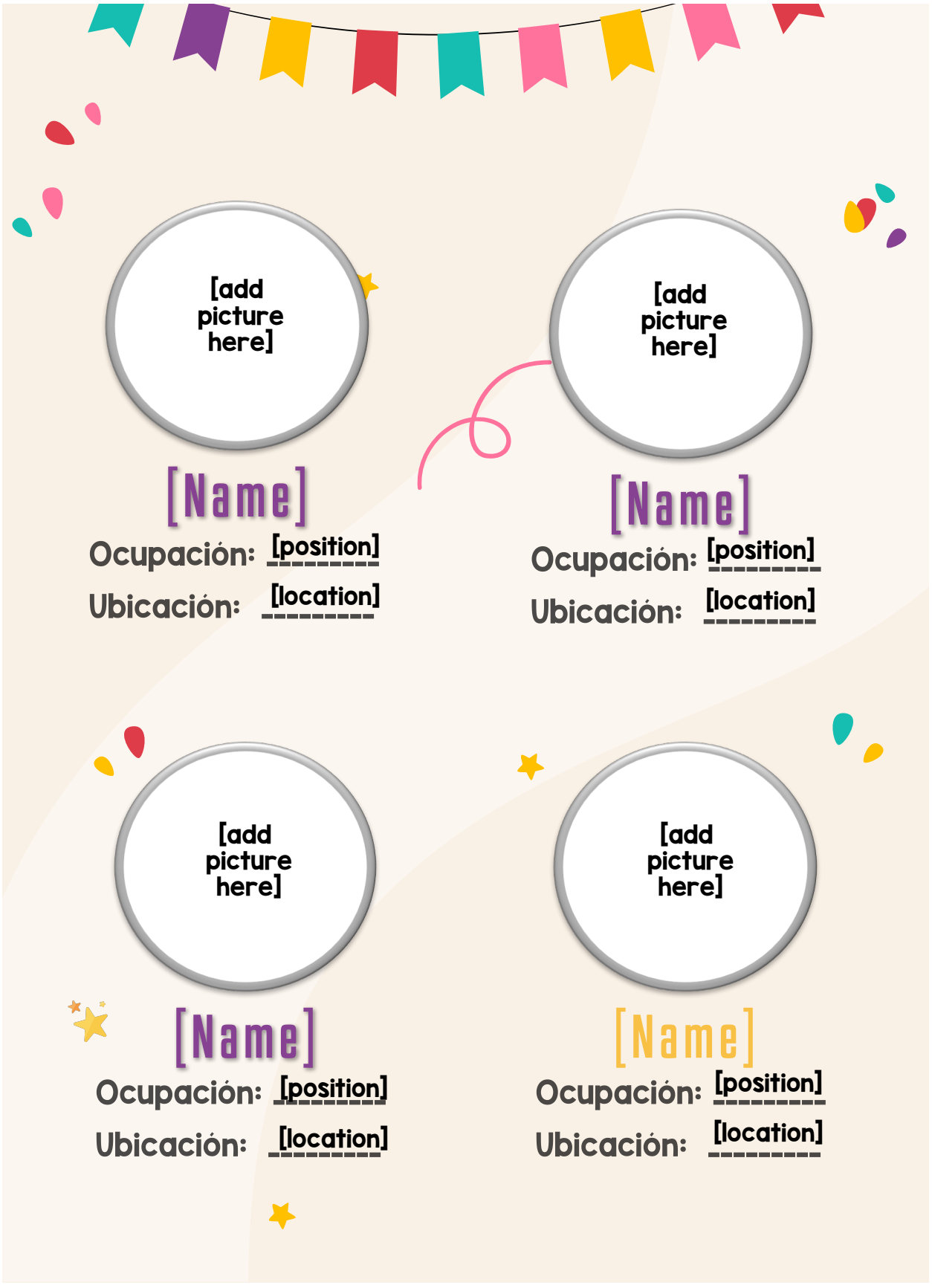
2 Profesores Y materias

3 Deportes & actividades extracurriculares.

4 Mapa de colegio & teléfonos de emergencias

5 Vocabulario & frases

# MIEMBROS DE LA ESCUELA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# 2

# PROFESORES Y MATERIAS

# MATERIA

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[Name]

MATERIA. : [subject]

UBICACIÓN : [location]

CONTACTO : [contact info]

[add picture here]

[Name]

[subject]: MATERIA

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[contact info]: CONTACTO

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[Name]

MATERIA. : [subject]

UBICACIÓN : [location]

CONTACTO : [contact info]

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# MATERIA

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[location] : UBICACIÓN

[contact info] : CONTACTO

# 3

# DEPORTES & ACTIVIDADES EXTRACURRI-CULARES.

# DEPORTES

## Acerca de los [school's spirit name]

[insert information about the school's sports]

[Athletics Director's name] se desempeña como Director Atlético de [school's initials]. Puede comunicarse con él en [Athletics Director's email or phone].

## Paquete de participación del o la atleta

[insert information about athletic registration]

## FUTBOL AMERICANO

[add picture here]

[Coach's Name]

UBICACIÓN : [location]

CONTACTO : [contact info]

## TENIS

[add picture here]

[Coach's Name]

UBICACIÓN : [location]

CONTACTO : [contact info]

## FUTBOL

[add picture here]

UBICACIÓN : [location]

CONTACTO : [contact info]

[Coach's Name]

## VOLEIBOL

[add picture here]

UBICACIÓN : [location]

CONTACTO : [contact info]

[Coach's Name]

## BÉISBOL

[add picture here]

UBICACIÓN : [location]

CONTACTO : [contact info]

[Coach's Name]

## BASQUETBOL

[add picture here]

UBICACIÓN : [location]

CONTACTO : [contact info]

[Coach's Name]

## LUCHA

[add picture here]

[Coach's Name]

UBICACIÓN : [location]

CONTACTO : [contact info]

## NATACIÓN

[add picture here]

[Coach's Name]

UBICACIÓN : [location]

CONTACTO : [contact info]

## [ADD SPORT]

[add picture here]

[Coach's Name]

UBICACIÓN : [location]

CONTACTO : [contact info]

## [ADD SPORT]

[add picture here]

[Coach's Name]

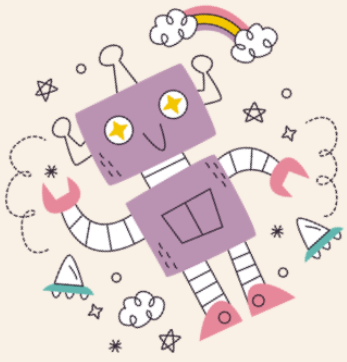
UBICACIÓN : [location]

CONTACTO : [contact info]

# ACTIVIDADES EXTRACURRI-CULARES.

## Clubs

[Add information about clubs]



# 4

# Mapa de colegio & teléfonos de emergencias

# MAPA DE LA ESCUELA

[Add school map]

# NÚMEROS DE EMERGENCIA

## 911

Marque el 911 si usted o alguien cercano a usted tiene una emergencia que pone en peligro su vida. Si está utilizando un teléfono norteamericano, este número lo conectará con ayuda. Marcar el 911 en una situación que no sea de emergencia es ilegal.

If you are having a fire, you should call 911 and they will inform the local fire station

## ###

¿Tiene una situación que no es de emergencia y que aún requiere la intervención de la policía? En este caso, querrá tener disponible el número de su departamento de policía local. Este número lo pondrá en contacto con los oficiales que están de servicio en su área.

# 5

# Vocabulario & frases

# FRESES BÁSICAS

| How are you? | How are things? | How's it going? |
|---|---|---|
| *jau ar iu* | *jau ar thingz* | *jau iset goin* |
| ¿Cómo estás? | ¿Cómo están las cosas? | ¿Cómo va todo? |
| **Good morning** | **Have a nice day** | **See you later** |
| *guud mornin* | *java nais dei* | *siui leirer* |
| Buenos días | Que tengas un buen día. | Nos vemos pronto. |
| **May I go to the bathroom?** | **May I have a pass to go to ___** | **May I go to the front office?** |
| *meiai goutode bathrum* | *meiai java pas togoto ___* | *meiai goutode front ofis* |
| ¿Puedo ir la baño? | ¿Me puedo dar un pase para ___? | ¿Puedo ir a la oficina? |
| **May I go talk to ___** | **May I borrow your charger** | **What is the schedule for today?** |
| *meiai goutok tu ___* | *meiai borrou iur chanyer* | *siui leirer* |
| ¿Puedo ir a hablar con ___? | ¿Me prestas tu cargador? | ¿Cuál es el horario de hoy? |

## FRESES PARA IDIOMA

| | | |
|---|---|---|
| Can you repeat that please? | Can you speak more slowly? | Can you say it one more time please? |
| *can-iu ripit-dat plis* | *can-iu spik mor slouli* | *can-iu saiet uan-mor taim plis* |
| ¿Puede repetir por favor? | ¿Puede hablar más lento? | ¿Puede repetirlo una ves más? |
| How do you pronounce that word? | ¿How do you spell that word? | How do you use it in a sentence? |
| *jauduiu pronauns datword* | *jauduiu spel datword* | *jauduiu iuset ina sentens* |
| ¿Cómo se pronuncia esa palabra? | ¿Cómo se deletérea esa palabra? | ¿Cómo la usas en una oración? |
| ¿Can you type it on my phone? | ¿Can you say it to my phone? | ¿Can you write it down for me please? |
| *can-iu taipet on-mai foun* | *can-iu taipet on-mai foun* | *can-iu rairet-daun formi plis* |
| ¿Lo puedes escribir en mi teléfono? | ¿Le puedes decir a mi teléfono? | ¿Lo puedes escribir por mi por favor? |
| I'm sorry. I do not understand | What is the meaning of that word? | Can you give another word for it? |
| *aiam-sorri aidunot anderstend* | *guaris demining ovdat word* | *can-iu giv-mi anoder word-forret* |
| Lo siento, no entiendo. | ¿Cuál es el significado? | ¿Puedes darme otra palabra? |

# ! Final !

¿Tienes alguna duda?
¿Requieres de un compañero de idioma?
Contacta a tu profesor de ESL:

[Add ESL contanct info]

[Add ESL main classroom ]

# Instructions for printing

- Important note: Before saving your file, remove all extra slides, including the Instructions for use and so on. Keep the "Contents of this template" slide, but remove (or modify) its contents. Also, if you need to staple it as a book, these pages should be multiples of 4: 16, 20, 24, 28... so that they fit later.

## For closed and stapled A5 version

1. Download the file in PDF
2. Open your file with your PDF viewer (preferably Adobe Acrobat)
3. File > Print
4. In page size and administration, click on Brochure:
   - Booklet Subset: Both Sides
   - Sheets: Leave settings as they are
   - Binding: Left
1. The file is ready for printing

- If you want a bigger stapled book (closed A4) you could print the slides in A3 in the same way that we explained before

## For regular A4 version

- Delete all the slides after the "Thanks" slide
- Modify them and add text if needed
- Click File > Download > PDF Document
- It will be downloaded to your computer. Now you can print the slides or use them elsewhere
- Don't forget to configure your PDF Viewer to print on both sides. This way you can bind your A4 version on both sides

TEACHER USE ONLY
DO NOT PRINT

# How to Use this Packet?

- This packet was designed to be an easy tool for teachers or administrative staff working with it. Make copies and delete pages as needed.
- The easiest way to translate the information about your school is using an online translator such as Google Translator which tends to be accurate. Other options are asking your ESL teacher or members in the community.
- All the information in square brakets such as [insert photo here] needs to be modified or deleted. There is no need to keep the brakets after editing.

## Chapter 5: Conclusion

One of the most basic needs of human beings is related to the feeling of security. If we consider that ELL students have often been uprooted from their lives, moved to a new country, and in some cases, are living in poverty or migratory conditions, we could infer that their sense of security may be affected. Additionally, most ELL students come to the United States not knowing English and likely not having the academic language skills needed to succeed in this new educational system. The combination of these multiple stressors simultaneously can prompt ELLs to create an emotional reaction that can impede the cognitive processes of learning a new language making the transition an even more complex process. It becomes clear that ELLs are a group that requires attention in schools, especially since the language challenge is becoming more and more common throughout the educational map of the United States. In addition, the number of school-age students who speak other languages at home is part of the fastest-growing segment of the American population, and Hispanics lead in this group.

Although in my time in the United States I have only worked as a Spanish teacher, my experience with Hispanic ELL students has undoubtedly been one of the highlights of my career here. From the beginning, I noticed that ELLs were one of the groups in the school that received the least support from both teachers and administrative staff. Upon learning that the new Spanish teacher was Hispanic, they began looking for me, waiting for me after class, and telling their other friends about the Latino teacher at school. Then, without asking them, they began to tell me stories of how they had come to this country. I was left speechless hearing the atrocities that many of them had to go through trying to get here, leaving their families behind, and putting their lives at risk, things that no human should have to go through. They also expressed on many

occasions how they felt abandoned by their teachers and the system in general. They thought that because they did not know the language, nobody cared about helping them.

These ideas resonated with me deeply because I could relate to my students' struggles as years ago, I was also an ELL student here in the United States, and second because as an educator, I was well aware that if nobody attended to these students' evident emotional needs, their journeys with learning a second language were going to be definitely more challenging. So, I decided to step up and became their guidance through school. These last three years, I have witnessed how the number of Hispanics has continued to grow exponentially, but not so the level of support they receive. I am still hearing their same complaints and trying to support them in any way I can. Seeing this need up close motivated me to work on creating this editable Hispanic welcome packet. All of the information I included in this project are suggestions that these ELLs have shared with me about what they would have loved to know when they first arrived at the school.

This packet intends to support students' transition by providing basic information on specific topics such as staff members, school programs, emergency contacts, and beginner-level English vocabulary. Furthermore, by providing this tool to students, schools would not simply be assisting newcomers with essential knowledge, but really helping them acclimate to their new homes. However, my hope is that it will also start a relationship between the students' families and the new community. Using students' native languages as the first choice on a piece of document positively impacts the predisposition of the student towards the school, which can ultimately be the beginning of a successful learning experience overall.

**Appendix**

Bienvenido a
First Flight High
school
100 veterans drive, kill devil hills,
NC 27948
252-449-7000

# MISION

First Flight High School se compromete a brindar una educación que promueva crecimiento intelectual, iniciativa y responsabilidad, riguroso, reflexivo aprendiendo en un ambiente propicio.

# VISION

Preparar a los estudiantes para ser exitosos, miembros productivos de la comunidad local y global. comunidad del siglo XXI.

# TABLA DE CONTENIDOS


1 Miembros de la escuela

2 Profesores Y materias

3 Deportes & actividades extracurriculares.

4 Mapa de colegio & teléfonos de emergencias

5 Vocabulario & frases

I

# MIEMBROS DE LA ESCUELA

## Chuck Lansing

OCUPACION: Director

UBICACIÓN : Oficina Principal

## Lella Ingram

OCUPACION: Subdirectora

UBICACIÓN : Oficina Principal

## Mora Newton

OCUPACION: Subdirectora

UBICACIÓN : Oficina Principal

## Sherly Bass

OCUPACION: Recepcionista

UBICACIÓN : Oficina Principal

# 2

# PROFESORES Y MATERIAS

# INGLES

## Ema Richars

MATERIA. : Ingles I

UBICACIÓN : C 102

CONTACTO : emrichars@dare.org

## Jenifer Kovacs

Ingles 2 : MATERIA

C 103 : UBICACIÓN

jekovac@dare.org : CONTACTO

## Susan Mor

MATERIA. : Ingles honores

UBICACIÓN : C 107

CONTACTO : sumore@dare.org

## Elizabeth love

ESCITURA CREATIVA : MATERIA

C 106 : UBICACIÓN

ellove@dare.org : CONTACTO

# Ciencias

## Jason Strud

MATERIA. : Fisica

UBICACIÓN : B 202

CONTACTO : jastrud@dare.org

## Kempt Summer

Biologia : MATERIA

B 203 : UBICACIÓN

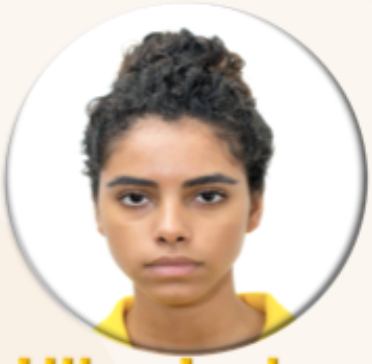
kesummer@dare.org : CONTACTO

## Laura Barker

MATERIA. : Biologia honores

UBICACIÓN : B 207

CONTACTO : labaker@dare.org



## Lilian Ingles

Laboratorio : MATERIA

E 206 : UBICACIÓN

liinglesdare.org : CONTACTO

# Matematicas

## Thomas May

MATERIA. : Fundaciones Matematicas

UBICACIÓN : E 202

CONTACTO : thmay@dare.org

## Jace Porrata

Matematicas I : MATERIA

E 203 : UBICACIÓN

japorrata@dare.org : CONTACTO

## Emery Lovell

MATERIA. : Fundaciones de Calculo

UBICACIÓN : E 207

CONTACTO : emlovell@dare.org

## Sam Crum

Calculo I : MATERIA

E 201 : UBICACIÓN

sacrum@dare.org : CONTACTO

# Historia

## Karen Heads

MATERIA. : Ingles I

UBICACIÓN : A 102

CONTACTO : emrichars@dare.org

## Jhon Watters

Ingles 2 : MATERIA

A 103 : UBICACIÓN

jekovac@dare.org : CONTACTO

## Ronald Cope

MATERIA. : Ingles honores

UBICACIÓN : A 107

CONTACTO : sumore@dare.org

## Christina Stwart

ESCITURA CREATIVA : MATERIA

A 106 : UBICACIÓN

ellove@dare.org : CONTACTO

# 3

# DEPORTES & ACTIVIDADES EXTRACURRI-CULARES.

# DEPORTES

## Acerca de los Nighthawks

Los estudiantes-atletas de la FFHS compiten en la Conferencia Costera del Noreste 2A/3A de la NCHSAA. Los Nighthawks compiten anualmente por la Copa Wachovia de la NCC como una de las mejores escuelas deportivas en todos los aspectos. Chad Williams se desempeña como Director Atlético de FFHS. Puede comunicarse con él en williamsch@daretolearn.org.

## Paquete de participación del o la atleta

Los estudiantes atletas de FFHS deben completar el registro de identificación familiar (consulte la información sobre ese registro anual en la página de Formularios y pautas), así como este paquete impreso que incluye información importante, como el papeleo del protocolo de conmoción cerebral de NCHSAA, compromisos de conducta y más. Consulte a la entrenadora de atletismo Lindsay Austin si tiene alguna pregunta.

## FUTBOL AMERICANO

Coach

UBICACIÓN :

CONTACTO :

## TENIS

Coach

UBICACIÓN :

CONTACTO :

## FUTBOL

Roger Prince

UBICACIÓN : Gimnasio Principal

CONTACTO : roprince@dare.org

## VOLEIBOL

Christell Angel

UBICACIÓN : Gimnasio Principal

CONTACTO : changel@dare.org

## BÉISBOL

Ethan Rouch

UBICACIÓN : Gimnasio Principal

CONTACTO : etrouch@dare.org

## BASQUETBOL

Jackson Crutrell

UBICACIÓN : Gimnasio Principal

CONTACTO : jacrutell@dare.org

## LUCHA

Carson Hanne

UBICACIÓN : Gimnasio Principal

CONTACTO : cahanne@dare.org

## NATACIÓN

Jacob Dutcher

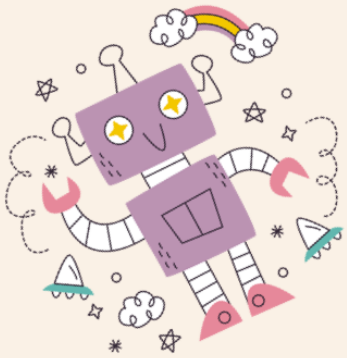
UBICACIÓN : Gimnasio Principal

CONTACTO : jadutcher@dare.org

# ACTIVIDADES EXTRACURRI-CULARES.

## Clubs

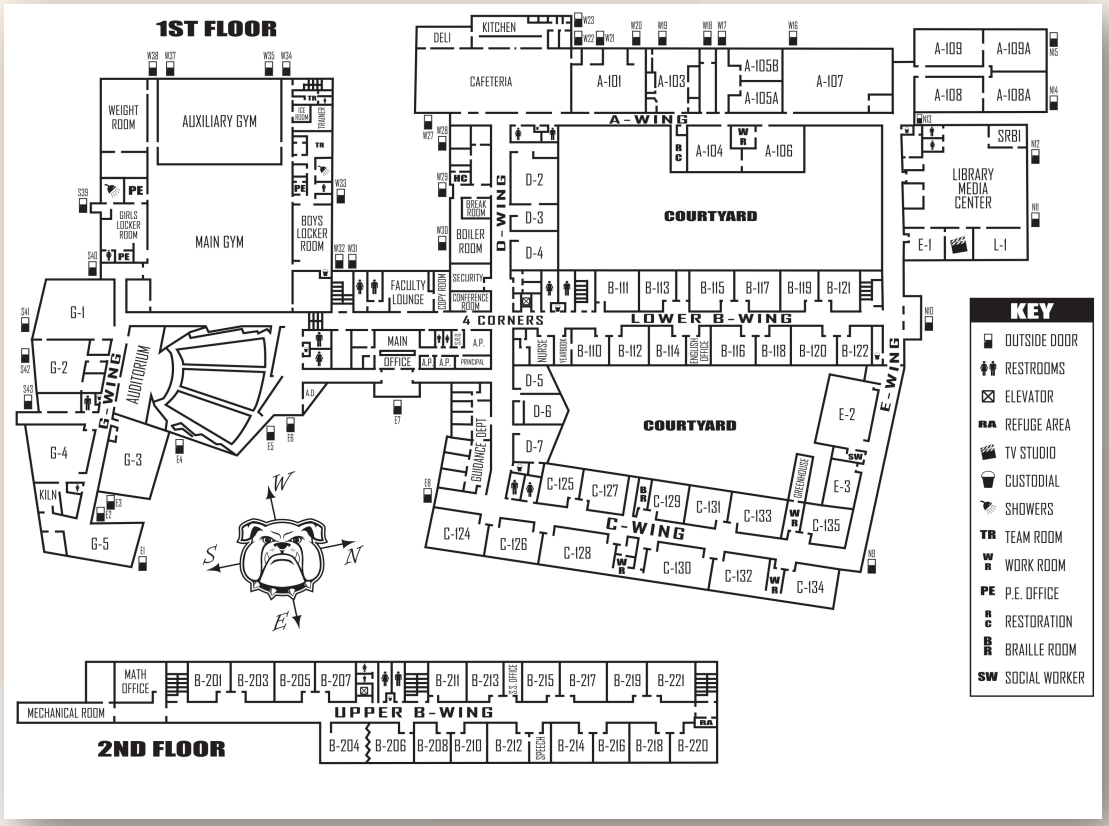
Las actividades extracurriculares son una parte importante de la experiencia de FFHS. Ofrecemos una amplia gama de clubes, desde juegos de mesa hasta tejido, organizaciones de servicio y más. Y si no hay un club para ti, todo lo que necesitas es un profesor que patrocine tu grupo y ¡nosotros lo haremos empezar por ti! El propósito de la Asociación de Gobierno Estudiantil es establecer un alto estándar de ciudadanía escolar, promover la participación de los estudiantes, aumentar el interés en todas las actividades escolares reconocidas y cooperar en la promoción del bienestar general de la escuela. Los oficiales son elegidos por el cuerpo estudiantil. SGA organiza mítines de ánimo, bailes, Homecoming y varias otras actividades, como las festividades de la Semana del Espíritu. SGA también organiza varios proyectos de servicio comunitario, como campañas de donación de sangre, campañas de alimentos para la despensa de alimentos de Outer Banks y campañas de recolección de abrigos, por nombrar solo algunos.



# 4

# Mapa de colegio & teléfonos de emergencias

# MAPA DE LA ESCUELA



# NÚMEROS DE EMERGENCIA

## 911

Marque el 911 si usted o alguien cercano a usted tiene una emergencia que pone en peligro su vida. Si está utilizando un teléfono norteamericano, este número lo conectará con ayuda. Marcar el 911 en una situación que no sea de emergencia es ilegal.

If you are having a fire, you should call 911 and they will inform the local fire station

## ###

¿Tiene una situación que no es de emergencia y que aún requiere la intervención de la policía? En este caso, querrá tener disponible el número de su departamento de policía local. Este número lo pondrá en contacto con los oficiales que están de servicio en su área.

# 5

# Vocabulario & frases

# FRESES BÁSICAS

| How are you? | How are things? | How's it going? |
|---|---|---|
| *jau ar iu* | *jau ar thingz* | *jau iset goin* |
| ¿Como estas? | ¿Como estan las cosas? | ¿Como va todo? |
| **Good morning** | **Have a nice day** | **See you later** |
| *guud mornin* | *java nais dei* | *siui leirer* |
| Buenos días | Que tengas un buen día. | Nos vemos pronto. |
| **May I go to the bathroom?** | **May I have a pass to go to ___** | **May I go to the front office?** |
| *meiai goutode bathrum* | *meiai java pas togoto ___* | *meiai goutode front ofis* |
| puedo ir la baño? | Me puedo dar un pase para ___ | Puedo ir a la oficina |
| **May I go talk to ___** | **May I borrow your charger** | **What is the schedule for today?** |
| *meiai goutok tu ___* | *meiai borrou iur chanyer* | *siui leirer* |
| puedo ir a hablar con ___ | ¿Me prestas tu cargador? | ¿Como va todo? |

## FRESES PARA IDIOMA

| | | |
|---|---|---|
| Can you repeat that please? | Can you speak more slowly? | Can you say it one more time please? |
| *can-iu ripit-dat plis* | *can-iu spik mor slouli* | *can-iu saiet uan-mor taim plis* |
| ¿Puede repetir por favor? | ¿Puede hablar más lento? | ¿Puede repetirlo una ves más? |
| How do you pronounce that word? | ¿How do you spell that word? | How do you use it in a sentence? |
| *jauduiu pronauns datword* | *jauduiu spel datword* | *jauduiu iuset ina sentens* |
| ¿Cómo se pronuncia esa palabra? | ¿Cómo se deletérea esa palabra? | ¿Cómo la usas en una oración? |
| ¿Can you type it on my phone? | ¿Can you say it to my phone? | ¿Can you write it down for me please? |
| *can-iu taipet on-mai foun* | *can-iu taipet on-mai foun* | *can-iu rairet-daun formi plis* |
| ¿Lo puedes escribir en mi teléfono? | ¿Le puedes decir a mi teléfono? | ¿Lo puedes escribir por mi por favor? |
| I'm sorry. I do not understand | What is the meaning of that word? | Can you give another word for it? |
| *aiam-sorri aidunot anderstend* | *guaris demining ovdat word* | *can-iu giv-mi anoder word-forret* |
| Lo siento, no entiendo. | ¿Cuál es el significado? | ¿Puedes darme otra palabra? |

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